

**SHORT MOVIES AS MEDIA TO IMPROVE STUDENTS'
ABILITY IN WRITING DESCRIPTIVE TEXT**

ARTICLE

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SHORT MOVIES AS MEDIA TO IMPROVE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT

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Abstract: The title of this research is “short movies as media to improve students’ ability in writing descriptive text at the eighth grade students class E of SMPN 19 Pontianak in the academic year 2011/2012”. The purpose of this research was to improve student’s ability in writing descriptive especially to solve students’ problems of difficulties in conveying good grammar and using appropriate vocabularies in writing descriptive text. The researcher conducted a classroom action research. The subject was 40 students. This research was done in three cycles, consisted of planning, acting, observing, and reflecting of each cycles. In collecting the data applied the observation and measurement technique. The improvement can be seen from the students have better understanding in vocabulary and grammar use and students’ mean score in each cycle which is 56, 64.75 and 74.25.

Key Word: Short Movies, Media, Writing Descriptive Text

Abstrak: Judul penelitian ini adalah “Film pendek sebagai media untuk mengembangkan kemampuan siswa dalam menulis teks deskriptif pada kelas delapan E di SMP N 19 Pontianak tahun ajaran 2011/2012. Tujuan pada penelitian ini adalah untuk mengembangkan kemampuan siswa dalam menulis teks descriptive khususnya untuk memecahkan permasalahan siswa dalam penggunaan tata bahasa yang baik dan penggunaan kosakata yang sesuai dalam menulis teks deskriptif. Penelitian ini menggunakan metode Penelitian Tindakan Kelas. Subjek penelitian adalah 40 siswa. Penelitian ini dilakukan sebanyak tiga cycle, terdiri dari perencanaan, tindakan, observasi, dan merefleksikan pada masing-masing cycle. Dalam pengumpulan data digunakan teknik observasi dan penilaian. Perkembangan dapat dilihat dari siswa dapat memahami dengan baik penggunaan kata dan tata bahasa dan nilai siswa pada setiap cycle yaitu 56, 64.75 dan 74.25.

Kata Kunci : Film Pendek, Media, Menulis Teks Deskriptif

Writing is necessary in academic purpose and it is considered that having a good writing skill is a must to the students. The main purpose of teaching writing is that the students are expected to be able communicate accurately and appropriately in form of writing. The students must be able to organize the ideas to construct the sentences, to use punctuation, to use vocabularies, to use grammar, spelling well, and arrange the writing into cohesive and coherent text.

The writer focuses to conduct a research about descriptive text since the students still have difficulties in writing descriptive text. The students still face difficulties in descriptive writing because they have lack knowledge of vocabularies, especially adjectives because this part of speech is used mostly in descriptive text, and lack of knowledge in grammar usage. Hence, the writer focuses to improve the students' ability in these two aspects. Descriptive text is a text that contains a description, it describes a particular person, place or thing in details. In writing a descriptive text, adjectival vocabularies take very important role to describe something. According to Allsop (1988:25) adjectival are describing words which give more information about noun. A descriptive text has generic structures that consist of identification and description.

In this research the writer focus to bring technology media into the classroom because the writer think it is needed to make a classroom atmosphere more attractive and the students' motivation and interest in descriptive text also to be explored. Media are tool used to store and deliver information or data. Brinton (2001:459) classifies media into two forms are non-technical media and technical media. Movie is one of the technical media especially in audio – visual media.

The writer choose to use short movies as media in improving students' ability in writing descriptive text because the writer think that audio-visual aspects in movies help the students to express what they hear and see into written words. Rhodes and Puhfahl (2003: 1) state that visual imagery may improve student learning. Alberta (2003: 1) states, "In choosing films for classroom study, teachers, schools and/or school jurisdictions need to consider how well the film will help students meet the outcomes, but they must also consider the quality of the film, appeal and appropriateness for students, community standards, copyright concerns, cost and availability". Based on the statement, the writer has considered choosing appropriate movies in the teaching learning process about descriptive text. In this research, the writer use movies in the classroom. The movies are as follows: Taj Mahal, Raja Ampat Island, and The Fellowship of the Ring. As Isiaka (2007: 2) argues, "Video is a powerful tool for instruction in the classroom.

Elbow (1981: 9) argues, "No wonder writing is hard." Indeed, as one of English skills, writing is considered very complicated to the students. Although it is considered complicated, it should be taught to the learners so that they will learn and get the essential part of writing in foreign language. To be a good writer, a student has to practice a lot because the more he/she does, the easier it becomes. The role of teacher is important in guiding and helping the students to learn about developing sentences construction into paragraph or text.

Most people often state that a paragraph is a series of sentences that are organized and coherent, and related to a single topic. Others say that a paragraph is group of sentences in a form of written text. According to Oshima and Hogue

(2005: 2) a paragraph is a section of a written work that consists of one or more sentences constructed and arranged to function as a unit.

According to Greenville (2001: vii) there are six types of writing. The explanation is as of the following: (1) Getting ideas is the first step in writing. Greenville says, "Ideas come from lots of places, but the one place they never, ever come from is a sheet of blank paper". There are some ways to get ideas for writing such as making a list, making a cluster diagram, researching or independent investigation, free writing, and brainstorming. (2) Choosing Ideas is the step about having a look at all ideas and assessing them. At this step, the writer should remove the ideas and choose only one that is potential to develop in a writing piece. (3) Outlining an outline is a working plan for a piece of writing." It is a list or structure of ideas that are going to develop. (4) Drafting is the step where a writer begins to write their ideas in a piece of paper. The writer can put their ideas or information into his own words. He also has to consider the grammar, sentence structure, vocabulary or language use. (5) Revisi is the step where a writer needs to add or remove something in the writing. He has to read what he has written, rearrange words or sentences, and replace or remove unclear words or sentences. (6) Editing is the last step in writing process. The writer tries to make the writing perfect. Editing means fixing or correcting the mistakes of what has been written, making the sentences easy to read. When this step is finished, the writer has produced writing.

Descriptive text is a text that describes a particular person, place or thing in details. Description is used to describe something that the writer wants the reader to see. A descriptive text has sentences that work together to present a single, clear picture (description) of a person, a place, a thing, an event, or an idea. In conclusion, descriptive text is the form of text that pictures or describes something or someone appealing to the sense of touch, taste, see, smell, or hears.

In writing a descriptive text, adjectival vocabularies take very important role to describe something, someone, or a place. According to Allsop (1988: 25) adjectival are describing words which give more information about noun.

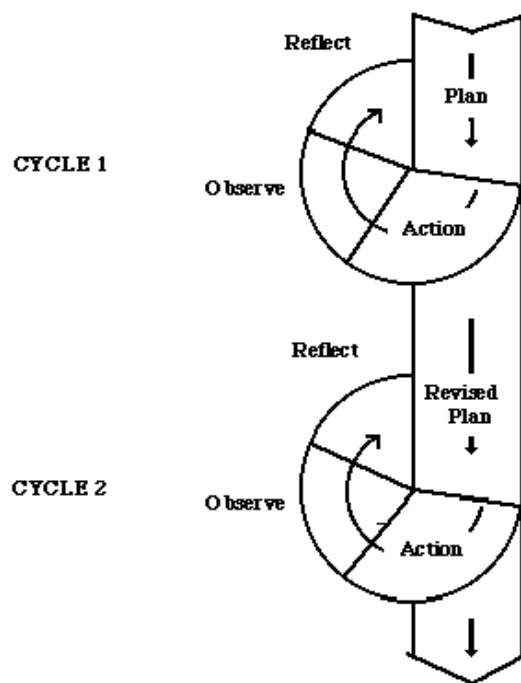
As Brewster and Ellis (2003: 206) states "As with any classroom aid it will only fully contribute to the learning process if the teacher is in control of equipment and has fully planned and integrated video-based work into a lesson." In doing the research, the researcher has some strategies in applying it. The explanation is as of the following: (a) the teacher greets the students, checks the students' attendance, and gives brainstorming about the lesson material. (b) The teacher informs the topic, the material and purpose of learning. She gives the definition of short descriptive text, the generic structure and the example and explains it to the students. (c) The teacher then shows the short movie to the students. She asks the students to take the students to take a note about what they see in the short movie. (d) The teacher then gives simple exercise such as fill-in-the-blank vocabulary test based on the short movie they have seen. (e) The teacher then asks the students to do simple grammar exercise based on the movie they have seen. (f) Then, the teacher rechecks the students work and discusses it together. (g) The teacher asks the students whether or not they have any difficulties. (h) Next, the teacher asks the students to write their own short

descriptive text individually based on the topic of the lesson. (i) Finally, the teacher reviews the material and asks again about the students' difficulties in the learning process. (j) The teacher and the students conclude the lesson.

METHOD

The appropriate method used in this research is classroom action research method. According to Dawson (2002:16) in action research, the researcher in close works collaboration with a group of people to improve a situation in a particular setting. Classroom action research is specific process for problem solving, verification, and discovery. Costello (2003: 6) states that classroom action research has a practical problem solving emphasis. It carried out by individuals, professionals, and educators and its aim is to improve educational practice. Cresswell (2008:597) states that the educators may use action research, if they have specific educational problem to solve.

The steps of Action Research



(Adapted from Kemmis and McTaggart 1988), as cited in Burns (2010:6)

- Planning : How to make a better activity
- Acting : The action of plan in the real treatment
- Observing : To see how the process of treatment
- Reflecting : Reflect what writer had been done

The objective of this research is minimum standard score (Kriteria Ketuntasan Minimum) with the mark 70 which is determined by the English teacher of SMP Negeri 19 Pontianak. Burns (2000: 94) argues that to estimate roughly the size of subject required. The subject of this research is Eighth Grade students of SMP Negeri 19 Pontianak Class E in the academic year 2011/2012. There are 40 students as the subject of research.

Techniques of Data Collecting in this research are using measurement and observation as a technique of data collecting. The measurement is the written test and then the writer calculates the mean score. Tools of Data Collecting in this research are written test, observation checklist, and field note. In written test the researcher focuses the measurement on the students' writing ability through writing assessment. The aspects that will be measured are vocabulary and grammar usage. In observation checklist is a note which has the content about the description of activities and class behavior in classroom. In field note was a note which is constructed by the researcher to be used by the collaborator when the researcher teaches the students. Field note is aimed to note the supporter data related to the object in this study (student's progress).

In analyzing students' descriptive text, the researcher uses some criteria and the criteria are as of the following :

Vocabularies

Point	Criteria
50	All the words choice are correct in the text
40	There are 1-2 words choice mistakes in the text
30	There are 3 words choice mistakes in the text
20	There are 4 words choice mistakes in the text
10	There are more than 5 words choice mistakes in the text

Grammar Usage

Point	Criteria
50	All of the sentences use the correct grammar usage
40	There are 1-2 grammar mistakes in the text
30	There are 3 grammar choice mistakes in the text
20	There are 4 grammar choice mistakes in the text
10	There are more than 5 grammar mistakes in the text

Modified from J.B. Heaton (1988: 14)

Students' point from each aspects of writing are qualified as their total score and the students' mean score using the formula as follows :

$$M = \frac{\sum N}{N}$$

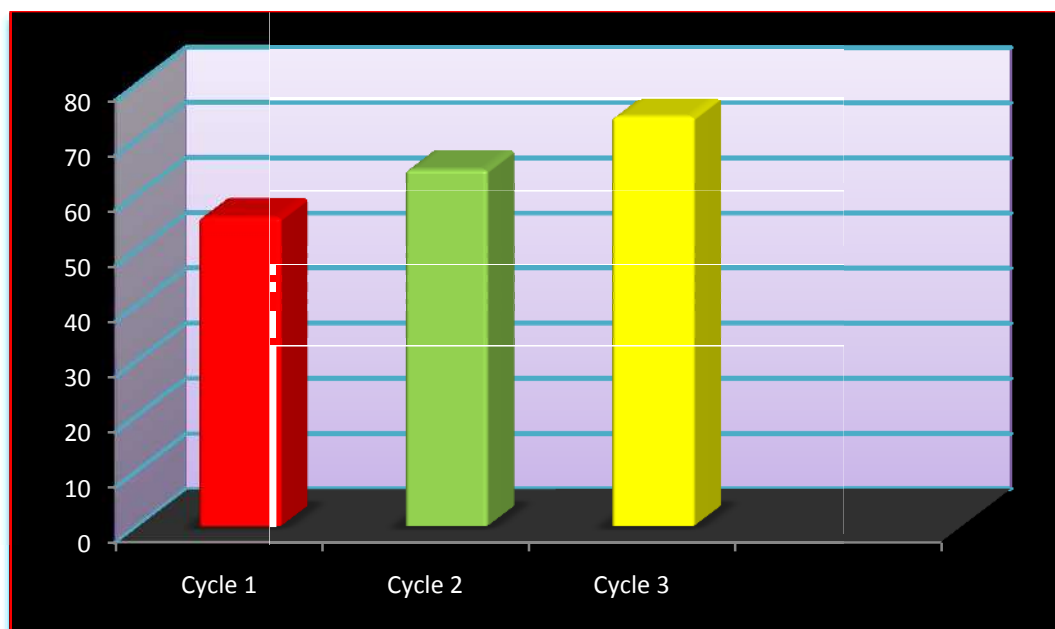
Note: M = Mean
 $\sum N$ = Sum of students' score
 N = Number of students

RESEARCH FINDING

This classroom action research was conducted in three cycles. Each cycle consisted of planning stage, acting stage, observing stage, and reflecting stage. Every acting stage was conducted in one meeting (2x40 minutes) that was performed during the teaching learning process. While doing teaching learning process, the teacher needed a collaborator to observe what was happening in the classroom and to take some notes and the collaborator was the writer. The presence of the collaborator was to minimize the subjectivity of the teacher while interpreting the data. The data was collected in the form of students' writing tasks, observation checklist table and field notes. The problems that happened in the first cycle were students' writings, the time management, and the class management.

In conclusion, the research findings of the classroom action research were satisfactory. The students' skill in writing descriptive text improves from the first cycle to the last cycle. Short movies are visual aids media that can be used in writing class. It makes lessons more fun. It can also be used to create situation for writing classes more clearly, that the students have big enthusiasm in teaching learning process in writing class. The writer thinks that film can educate, enlighten, and entertain at same time. Short movies can be used as an alternative method in teaching writing because the students will get a new experience in their class that is very different from their daily life. Since this is an interesting teaching method for the students, it will give them huge motivation to study. Therefore, with huge motivation, the way they produce the learning result will be good either.

The Improvement of Students' Mean Score



The students' ability in writing descriptive text improves by using short movies. It was showed by the increase of the mean score: 56 was in the first cycle, 64.75 was in the second cycle, and 74.25 was in the third cycle. Based on the research findings, the writer has seen many progress of the use of short movies in teaching descriptive text in this research are the students' motivation in studying is bigger than before using the short movies, the students learn new experience in teaching learning process, the students have better vocabulary and grammar than before, and since the students' vocabulary and grammar is better, therefore their descriptive writing has good result.

CONCLUSION

The use of short movies has improved the ability in writing descriptive text to the eighth grade students of SMP Negeri 19 in the academic year 2011/ 2012 and the use of movies is also effective to improve the ability in writing descriptive text to the eighth grade students of SMP Negeri 19 in the academic year 2011/ 2012. Referring to the research findings and the analysis of the students' result, the writer draws the conclusion as follows: (1) The students' ability in writing descriptive text improves by using short movies. It was showed by the increase of the mean score: 56 was in the first cycle, 64.75 was in the second cycle, and 74.25 was in the third cycle. (2) This classroom action research was conducted in three cycles with four stages-planning, acting, observing, and reflecting. In the first and second cycles, the indicators of success were still not fulfilled. Therefore, based on the reflection, it was necessary to conduct the third cycle. In the third cycle, the indicators of success were fulfilled and the action was stopped. (3) The use of short movies has improved the ability in writing descriptive text to the eighth grade students of SMP Negeri 19 in the academic year 2011/ 2012 and the use of movies is also effective to improve the ability in writing descriptive text to the eighth grade students of SMP Negeri 19 in the academic year 2011/ 2012

SUGGESTION

Based on the result of data analysis, the writer would like to provide some suggestions: (1) The teacher should provide some variations of activities at the classroom especially in teaching writing. In this case, movies are highly recommended. (2) The teacher should be selective in choosing the appropriate movies for students' level in teaching descriptive text. The teacher also should manage time effectively in order to finish all activities. (3) The materials should be presented based on the concept of contextual teaching learning (CTL) method. This deals with how the teacher connects the materials with the students' daily life, with things that are very close to them. This helps them acquire the materials easier.

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